



## Characteristics of Dyslexia

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. Additionally, there is often a **family history** of similar difficulties.

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling.

It is important to note that individuals demonstrate differences in degree of impairment.

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming).

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- A limited vocabulary growth due to reduced reading experience.

*(The Dyslexia Handbook-Revised, 2014)*

## Websites

[www.ldonline.com](http://www.ldonline.com) – leading website on learning differences  
[www.learningally.org](http://www.learningally.org) - Recordings for the Blind and Dyslexic  
[www.region10.org/dyslexia](http://www.region10.org/dyslexia) - our regional service center  
[www.greatschools.org/special-education.topic?content=1541](http://www.greatschools.org/special-education.topic?content=1541)  
[www.interdys.org](http://www.interdys.org) - International Dyslexia Association  
[www.ALTAread.org](http://www.ALTAread.org) - Academic Language Therapists Association  
[www.neuhaus.org](http://www.neuhaus.org) – resources for parents



## Parent Resources

Available for checkout by contacting a member of the dyslexia staff.

### Books

Overcoming Dyslexia	Sally Shaywitz, M.D.
A Mother's Book of Ideas for The Learning Disabled Child	Kathleen A. Wild
Attention Deficit Disorder: ADHD and ADD Syndromes	Dale R. Jordan
"Could Do Better" Why Children Underachieve ...	Harvey P. Mandel PhD Sander I. Marcus PhD
Learning Disabilities 101: A Primer for Parents	Mary Cathryn Haller
Learning to Slow Down and Pay Attention: A Book for Kids...	Kathleen G. Nadeau PhD
Multiple Intelligences: The Theory in Practice	Howard Gardner
Putting On the Brakes: Young People's...ADD	Patricia O. Quinn, MD Judith M. Stern MA
School-Smart Parenting: Raising Children for Success and Happiness...	Michael L. Brock
The Hyperactive Child, Adolescent, and Adult	Paul H. Wender, MD
The Quality School	William Glasser, MD
Speech to Print	Louis Cook Moats
Positively ADD – Real Stories	Catherine A. Corman Edward M. Hallowell, MD
When You Worry About the Child You Love	Edward M. Hallowell MD
Copy This: Lessons from a hyperactive dyslexic	Paul Orfalea (Kinko's founder) Ann Marsh
Driven To Distraction	Edward M. Hallowell MD



## Famous Dyslexics

Scott Adams	"Dilbert" cartoon creator
Ann Bancroft	Polar explorer
Dr. Baruj Benaceraff	Nobel Prize winner
Cher	Actress
Winston Churchill	Master statesman and prime minister
Charles "Pete" Conrad	Astronaut
Tom Cruise	Actor
Leonardo Da Vinci	Painter and inventor
Thomas Edison	Inventor and businessman
Albert Einstein	Theoretical physicist
Dr. Fred Epstein	Brain surgeon
Whoopi Goldberg	Actress
Reyn Guyer	Nerf ball developer
Dr. Edward Hallowell	Psychiatrist
Kami Craig	Olympic Gold Medalist – water polo
Bill Hewlett	Co-founder Hewlett-Packard
John R. Horner	Paleontologist
Bruce Jenner	Olympic gold medalist
Magic Johnson	Basketball legend
Patricia Polacco	Author and illustrator
Jay Leno	Host of <i>The Tonight Show</i>
David Murdock	CEO, Dole Foods
Paul Orfalea	Founder Kinko's
Nelson Rockefeller	Multi-millionaire
Nolan Ryan	Baseball Hall of Famer
Charles Schwab	Owner Charles Schwab Investment Co.
Jim Shea, Jr.	Olympian
Erin Brockovich	Investigator
Adam Vinatieri	Super Bowl Championship
Henry Winkler	Actor "The Fonz" on Happy Days, director



## Dyslexia Facts and Statistics

- Reading problems occur primarily at the level of the single word.
- Reading is alphabetic, which means it is based on a code of sounds and how those sounds map to print.
- Reading problems occur with equal frequency in boys and girls; however, schools identify four times more boys than girls, largely due to behavioral characteristics.
- Direct instruction in decoding skills emphasizing the alphabetic code results in more favorable outcomes than does a context-emphasis or embedded approach. (All NICHD studies.)
- It is estimated that 1 in 10 people have dyslexia
- Dyslexia is not tied to IQ – Einstein was dyslexic and had an estimated IQ of 160
- Dyslexia is not just about getting letters or numbers mixed up or out of order
- Dyslexia is a language-based learning disability, that includes poor word reading, word decoding, oral reading fluency and spelling
- Dyslexia has nothing to do with not working hard enough
- 20% of school-aged children in the US are dyslexic
- With appropriate teaching methods, dyslexics can learn successfully
- Over 50% of NASA employees are dyslexic
- Dyslexia runs in families
- Dyslexics may struggle with organizational skills, planning and prioritizing, keeping time, concentrating with background noise
- Dyslexics may excel at connecting ideas, thinking out of the box, 3D thinking, seeing the big picture
- People with dyslexia excel or are gifted in areas of art, computer science, design, drama, electronics, math, mechanics, music, physics, sales, and sports

Sources: Adams, Foorman, Fletcher, & Lyon / American Dyslexia Association, International Dyslexia Association, The Dyslexia Center, The Dyslexia Foundation, The Child Mind Institute.  
Adapted from: <http://www.austinlearningsolutions.com/blog/38>

Math for the Dyslexic	Anne Henderson
Frames of Reference of the Assessment of Learning Disabilities	G. Reid Lyon
Locating & Correcting Reading Difficulties	James A. Shanler
The Roots of Phonics	Eldon E. Ekwall PhD
	Miriam Balmuth
Basic Topics in Math for Dyslexia	Anne Henderson
	Elaine Miles
Later Language Development	Marilyn A. Nippold
A Parent's Guide to Differences and Disabilities in Learning	Schwab Learning
	Donald W. Lymo
Making the Words Stand Still	Priscilla L. Vail
Words Fail Me	
Mathematics for Dyslexics – Teaching Handbook	Chinu & Ashcroft
	Susan L. Hall
Parenting a Struggling Reader	Louisa C. Moats, EdD
Spelling: Development, Disability & Instruction	Louisa C. Moats, EdD
Developmental Variation & Learning Disorder	Melvin D. Levine M.D.
The Highly Engaged Classroom	Robert J. Marzano
	Debra J. Pickering
The Overflowing Brain	Torkel Klingberg
Essentials of Dyslexia Assessment & Intervention	
	Nancy Mather
	Barbara J. Wendling
The Dyslexia Empowerment Plan	Ben Foss

## The Orton Emeritus Series:

Basic Facts about Dyslexia: What Everyone Ought to Know  
College: How Students with Dyslexia Can Maximize the Experience  
Doctors Ask Questions about Dyslexia: A Review of Medical Research  
Early Childhood Education  
Kids Who Learn Differently  
Mathematics and Dyslexia  
Other Sixteen Hours: The Social and Emotional Problems of Dyslexia  
Phonological Awareness: A Critical Factor in Dyslexia  
Questions about AD/HD and Dyslexia  
Reading, Writing and Spelling: The Multisensory Language Approach  
Testing: Critical Components in the Clinical Identification of Dyslexia

### Media

Come Inside Our World (youtube.com)  
Texas Scottish Rite Hospital  
"Access Denied" - 27 min. DVD documentary  
Eric McGehearty (dyslexic)  
"The Big Picture: Rethinking Dyslexia"  
HBO - Documentaries



## Dyslexia Instruction Descriptors

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Prosper ISD's dyslexia therapy, Take Flight, is a comprehensive intervention for students with dyslexia. It is a curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children. Take Flight builds on the success of the three previous dyslexia intervention programs developed by the staff of TSRHC: Alphabetic Phonics, Dyslexia Training Program, and TSRH Literacy Program. It combines all three learning modalities (auditory, visual, and kinesthetic) to teach the sound and symbol relationship in the English language.

PISD Components of Dyslexia Instruction as outlined in *The Dyslexia Handbook*, Revised 2014 include:

- Phonological Awareness
- Sound-symbol association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension
- Reading Fluency
- Written Expression.

Delivery of Dyslexia Instruction will include:

- Simultaneous, multisensory (VAKT)
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction.



## 10 Things Parents Need to Know to Help a Struggling Reader

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### 1. Notice your Child's Success

Parents can easily get consumed by their kid's deficits in reading that they forget the things their children can do well. Letting your children use their strengths will boost their confidence, and it has the benefit of letting them see that you know they are excelling at something.

### 2. Celebrate Every Success

Meet your child on his/her reading level and celebrate the successes at that level. Harassing the students over report card grades isn't going to boost their confidence. Struggling readers need to know what they're doing right, not just their mistakes.

### 3. Be Honest with Yourself; Set Realistic Goals

Your child will not read on grade level overnight. Set some short term concrete goals like practicing reading every day, make a countdown and cross out each book or chapter until you reach your goal. Set a goal that is achievable for you and your student, this will help him/her feel successful.

### 4. Don't Let Poor Spelling Stop Your Child

Even if your children can't spell, they still have ideas that they need to express. Don't let poor spelling make your child mute.

### 5. Share Your Own Difficulties with Your Kids

Tell your child the things you are not good at. Admitting that you also have things you struggle with can provide support and help your struggling reader understand that people have different strengths and weaknesses.

### 6. Read Aloud to Your Child-It's Fun and Helpful

Hearing someone else read not only helps your students hear the language they speak, it also has the amazing possibility of sparking creativity and interest and a chance to work on comprehension without the battle of decoding the text.

### 7. Work with Teachers to Help Your Student

The child needs to know what's going on, after all...it's his/her education. Tell them where they stand academically, what their talents are, what they need help with, and the plan for helping them learn. Kids feel supported when they see parents and teachers working together.

### 8. Small Steps Can Bring Big Improvements

It doesn't need to be complicated. If your child is a beginning reader, just go over the alphabet and letter sounds. If your child is a little more independent, sit with him/her and help with hard words when reading. Talk about the story, the characters, the setting; what's the problem in the story. If your child is older, let him/her be the teacher and read books to a younger sibling.

### 9. It's Okay to Read Slowly

They may be a slow reader for life, don't pressure them to read faster. Focus on accuracy and reading the words correctly and with expression. Give them strategies to help them remember what they read, which will be skills they use for life.

### 10. Teach Them How to Help Themselves

Encourage your child to advocate for themselves by asking for help when needed. Help them understand their strengths and weaknesses, know resources that are available to help, and accommodations that are available for their success.

*([http://dyslexia.yale.edu/PAR\\_10thingstohelpchild.html](http://dyslexia.yale.edu/PAR_10thingstohelpchild.html))*



## Dyslexia Contact Information

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*"I couldn't read. I just scraped by. My solution back then was to read classic comic books because I could figure them out from the context of the pictures. Now I listen to books on tape."*

Charles Schwab, founder of stock brokerage

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*"Difficulties mastered are opportunities won."*

Winston Churchill

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*"Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time."*

Thomas A. Edison

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**Dyslexia Parent Handbook**

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**P**artnering with parents, teachers and administrators to

**I**dentify students with characteristics of dyslexia and

**S**upport students through intensive research-based instruction so they

**D**evelop skills to be successful, lifelong learners encompassing the five pillars of the Prosper Graduate Profile.

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